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STATE COLLEGE
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LOWELL





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STATE COLLEGE
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CATALOG
FOR
1960 - 1962

MASSACHUSETTS



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The Commonwealth of Massachusetts



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B.S.Ed., State College at Lowell
Ed.M., Ed.D., Boston University</p> | <p><i>Professor, Education</i>
Dean of Women, Director of Admissions</p> |
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M.S.L.S., Simmons College</p> | <p><i>Instructor, Librarian</i></p> |
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A.A., B.Mus., Mus.Ed.M., Boston University</p> | <p><i>Assistant Professor, Music</i></p> |
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A.M., Ph.D., Harvard University</p> | <p><i>Associate Professor, English</i></p> |
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A.B., Emmanuel College
Ed.M., State College at Boston</p> | <p><i>Assistant Professor, English</i></p> |
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Ed.M., Boston University</p> | <p><i>Assistant Professor, Health and Physical Education</i></p> |
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Ed.M., Harvard University</p> | <p><i>Assistant Professor, Education</i></p> |

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 Ed.D., Boston University
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 Ed.M., Ed.D., Boston University
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 Ed.M., Tufts University
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 B.S.Ed., State College at Bridgewater
 A.M., Fletcher School of International Law (Tufts, Harvard)
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 M.S.L.S., Simmons College
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 Ed.D., Boston University
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 B.S.Ed., M.C.S., Boston University
- FREDERICK A. NORTON *Instructor, Sociology*
 A.B., A.M., Boston College

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 A.B., A.M., Boston College
 Ph.D., University of Paris
- LEO PANAS *Instructor, Art*
 B.S., Massachusetts College of Art
 Ed.M., State College at Fitchburg
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 A.B., A.M., Harvard University
 Ph.D., Boston University
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 B.S., University of Massachusetts
 A.M., Ph.D., Boston University
- MARGARET R. SHANNON *Associate Professor, Education*
 B.S.Ed., State College at Lowell
 Ed.M., Ed.D., Harvard University
- ROBERT M. SHAUGHNESSY *Instructor, Music*
 B.Mus., Mus. Ed.M., Boston University
- PRENTISS SHEPHERD, JR. *Instructor, Biological Science*
 A.B., A.M., Harvard University
- CYRUS D. THOMPSON *Associate Professor, Music*
 B.S.Ed., Pennsylvania State College
 M.M., Eastman School of Music, University of Rochester
 Ed.D., Boston University
- GARDNER TILLSON *Instructor, Speech*
 A.B., Tufts University
 A.M., Pennsylvania State University
- JOHN F. ZIMMERMAN *Instructor, History*
 A.B., A.M., Wayne State University

BARTLETT SCHOOL

- THOMAS F. MCSORLEY *Master and Principal*
 A.B., Holy Cross College
- GERTRUDE M. BAILEY *Supervising Teacher, Grade Three*
 B.S.Ed., State College at Lowell
 Ed.M., State College at Fitchburg
- ESTHER T. BURNS *Supervising Teacher, Grade Five*
 B.S.Ed., State College at Lowell
 Ed.M., Harvard University
- ELIZABETH C. COFFEY *Supervising Teacher, Grade Six*
 B.S.Ed., State College at Lowell
 Ed.M., Boston University

DOROTHY C. EASTHAM *Supervising Teacher, Grade Six*
B.S.Ed., State College at Lowell
Ed.M., Rivier College

EDNA HOYT *Supervising Teacher, Grade Two*
B.S.Ed., State College at Lowell
Ed.M., Boston University

CONSTANCE LANSEIGNE *Supervising Teacher, Grade One*
B.S.Ed., State College at Lowell
Ed.M., Boston University

CATHERINE V. O'CONNOR *Supervising Teacher, Grade Four*
B.S.Ed., State College at Lowell
Ed.M., State College at Fitchburg

WASHINGTON SCHOOL

HENRY E. MCGOWAN *Master and Principal*
B.S., Lowell Technological Institute
Ed.M., Boston University

MARYCLARE HAYES *Supervising Teacher, Grade Three*
B.S.Ed., State College at Lowell
Ed.M., Boston University

PATRICIA HIGGINS *Supervising Teacher, Grade Four*
B.S.Ed., State College at Lowell
Ed.M., Boston University

KATHERINE F. KEARNEY *Supervising Teacher, Grade Six*
B.S.Ed., State College at Lowell
Ed.M., Boston University

GEORGINA P. KEITH *Supervising Teacher, Grade Two*
B.S.Ed., State College at Lowell
Ed.M., Boston University

PENELOPE Z. KOPLEY *Supervising Teacher, Grade Six*
B.S.Ed., State College at Lowell
Ed.M., Boston University

ALMA L. WARD *Supervising Teacher, Grade One*
B.S.Ed., State College at Lowell
Ed.M., Boston University

SUPERVISORS OF MUSIC

HELEN J. COYNE *Bartlett and Washington Schools*
B.S.Ed. (Music), State College at Lowell
A.M., Suffolk University

WILLIAM J. NOTINI *Lowell High School*

COLLEGE STAFF

GEORGE J. M. GRANT, M.D.	<i>College Physician</i>
IRENE BOURGET O'LOUGHLIN, R.N.	<i>College Nurse</i>
MARION B. ATHERTON	<i>Senior Bookkeeper</i>
FLORENCE J. BRADEN	<i>Secretary to the Faculty</i>
MARY M. BRADY	<i>Secretary to Administration</i>
KATHLEEN B. BYRT	<i>Head Clerk</i>
B.S.Ed., State College at Lowell	
BEATRICE L. MEAGHER	<i>Secretary to the President</i>

SCHOOLS SYSTEMS COOPERATING IN THE STUDENT TEACHING PROGRAM IN ELEMENTARY EDUCATION

Acton	Haverhill	Pepperell
Andover	Lexington	Tewksbury
Bedford	Littleton	Tyngsboro
Burlington	Medford	Wakefield
Chelmsford	Methuen	Westford
Concord	North Andover	Wilmington

SCHOOL SYSTEMS COOPERATING IN THE STUDENT TEACHING PROGRAM IN MUSIC EDUCATION

Acton	Burlington	Maynard
Arlington	Haverhill	Tewksbury
Bedford	Lawrence	Wilmington
Billerica	Leominster	Winchester

CALENDAR FOR ACADEMIC YEAR 1960-1961

FALL SEMESTER

September 6 to 9	Freshman Orientation Program
September 12	Registration, A.M. and P.M.
September 13	Classes begin
September 14	Convocation
October 12	Holiday
November 11	Holiday
November 24 to 25	Thanksgiving Recess
December 16 (noon) to January 2	Christmas Recess
January 3	Classes Resume
January 13	Classes End
January 16 to 20	Final Examinations
January 23 to 24	Winter Recess

SPRING SEMESTER

January 25	Registration, A.M. and P.M.
January 26	Classes begin
February 22 to 24	Recess
March 31	Holiday
April 17 to 21	Spring Recess
May 25	Classes End
May 26 to June 2	Final Examinations
May 30	Holiday
June 3	Class Day
June 11	Baccalaureate, A.M. Commencement, P.M.

(Calendar subject to change)



PURPOSE

Recognizing the importance of having liberally educated men and women in an increasingly complex and open society, the State College at Lowell offers a program of higher education to those students who truly desire it and who have the ability to benefit from it.

The College seeks to provide for its students an educational design which will insure a reasoned use of freedom. It recognizes, however, that its students vary in their aptitudes and interests and that they aspire ultimately to differing goals. It believes that liberal education not only enhances a way of life but also serves as a firm foundation upon which the specialization demanded by our culture is developed. Specialized education is more productive when intellectual capacities and resourcefulness have been developed; when reasoned thinking prevails; when ideas and conclusions are expressed clearly; and when students comprehend the nature of the world in which they must live and the purposes for which they strive.

In providing the means to a liberal education, the College hopes to secure for each student an understanding of: the depth and breadth of man's experience and knowledge and of the ways in which he has attempted to organize and synthesize it; the literary

and fine arts in which man has recorded his insights into experience; the natural world in which he must live; the development and import for the modern world of the mathematical and physical sciences; the organizations and institutions of society and of man's role therein; the social, economic, political, and moral principles of the democracy in which he lives; and the meaning of philosophy and the solution it offers for the problems of the world.

The several programs of study established by the College are designed to lead the students to this fundamental knowledge. A series of required and elective courses in each curriculum is presented and, though concentrated to a great degree in the first two years of study, extends over the four years of college for a pervasive effect. This design for liberal education serves as a core for all curricula and attempts to provide a unifying intellectual experience for all students.

ACADEMIC AND PROFESSIONAL STATUS

The College is a fully accredited member of the New England Association of Colleges and Secondary Schools, and is accredited by the National Council for Accreditation of Teacher Education. In addition, it is a member of the Massachusetts Council on Teacher Education, the New England Teacher-Preparation Association, the Eastern States Association of Professional Schools for Teachers, and the American Association for Teacher Education.

HISTORY

The State College at Lowell was established by the legislature of the Commonwealth of Massachusetts on January 6, 1894. Reflecting the educational philosophy and objectives of that era, the institution so created was named the Massachusetts State Normal School at Lowell. Its purpose was the education of teachers; its program was a two year one in Elementary Education.

The scope of the curriculum was expanded in 1912 when a three-year program in Music Education was initiated. No further change was effected until 1927. At that time, the curriculum in Elementary Education was broadened and extended to a three-year program. At the same time, a significant change was made in the curriculum in Music Education and its program was developed into a four-year degree one. The first degrees were awarded in 1928.

Again reflecting the impact of social change and the professionalization of teacher education, the institution was granted, in 1932, a change of status to that of a four-year college. Accordingly, it was vested with the authority to confer degrees. It then became the State Teachers College at Lowell with the right to confer the degree of Bachelor of Science in Education upon students majoring either in Elementary Education or in Music Education.

Further evidence of its growth occurred in 1959 when a program designed for majors in Secondary Education was inaugurated. In retrospect, the development of the College reveals its constancy of purpose and its continuous concern for the improvement of teacher education.

It was inevitable, however, that the singular concern of this publicly-supported college be evaluated in light of the demands made upon higher education. Effective in 1960, this College was designated the State College at Lowell and was authorized to expand its function and its degree programs.

DEGREE PROGRAMS

The degree programs offered by the College provide a background in liberal education and a concentration in teaching. Additional fields of concentration may be offered when continuing development of curricula and facilities permit.

The programs offered are described here in a summary manner; the curriculum and its design for each of the areas of concentration are presented in a separate section, beginning on page 17. All are four year degree programs.

The program in **ELEMENTARY EDUCATION** is designed for men and women who plan a career in teaching in the public elementary schools. The crucial influence of teaching as well as the complex



nature of instruction in the elementary school calls for a teacher whose professional preparation is both broad and rigorous. He must be able to teach ideas and concepts from the several academic disciplines and to synthesize them on a level and in a manner which children can comprehend. The program in Elementary Education provides a broad general education in the tradition of the liberal arts. In professional education, it provides a knowledge of the humanistic and behavioral foundations of education and seeks to develop critical judgment relative to the purposes of instruction and the manner in which they shall be accomplished. The Bachelor of Science in Education degree is awarded upon successful completion of the program.

The program in SECONDARY EDUCATION is planned for men and women who are interested in a career in teaching in the public secondary schools. Teaching in the secondary school demands that an individual be far more than a specialist in subject matter. First, he must have a sound, general knowledge of broad areas of human concern; second, he must possess a thorough background in his chosen academic field; and third, he must understand and be capable of assuming leadership of youth. This program provides a broad general education, specialization in an academic field, and professional education wherein one acquires knowledge of the philosophic and scientific bases of education and develops criteria for the selection of relevant ideas and elements in the academic field and ways of organizing and presenting it effectively.

This program is offered for those who wish to major in the teaching of English. The Bachelor of Science in Education degree is awarded upon successful completion of the program.

The program in MUSIC EDUCATION is offered for men and women who wish to teach and supervise music in the public elementary and secondary schools. Concentration in this program presupposes aptitude and interest in the field of music. Though the teacher of music is concerned with a specialized area of knowledge, it is highly important that he possess a broad cultural background. This he needs not only as an educated person but also as a teacher who must view the teaching of music within a broad context of knowledge and human experience.

The program provides a background in general education, specialization in basic and applied music, and professional education. The degree of Bachelor of Science in Education is awarded upon successful completion of the program.

LOCATION AND FACILITIES

The College is located on an eighteen acre campus which overlooks the Merrimack River in Lowell. The campus is bounded on the east by Wilder Street and extends in a northerly and southerly direction on either side of Broadway.

The Administration Building houses the Library, the administrative offices, classrooms, and cafeteria.

The Arts and Sciences Building contains the Little Theater, the science laboratories, classrooms, practice rooms for the music department, health office, and gymnasium.

Presidents Hall is a dormitory for women.

Professional experiences, including student teaching, are provided in the Bartlett and Washington Elementary Schools (public schools of the City of Lowell) and in twenty-four cooperating school systems in Massachusetts.



PROGRAMS OF STUDY
FOR
ELEMENTARY EDUCATION
SECONDARY EDUCATION
AND
MUSIC EDUCATION

CURRICULUM DESIGN FOR THE PROGRAM

IN ELEMENTARY EDUCATION

General Education 79 Semester Hours

Humanities 24

English (6)

Literature (9)

Fine Arts (6)

Philosophy (3)

Social Sciences 21

Behavioral Sciences 6

Natural Sciences 15

Health and Physical Education 4

Electives 12

Professional Education 46 Semester Hours

Humanistic Foundations 3

Behavioral Foundations 13

Specialization 30

(including Student Teaching)

Total 125 Semester Hours

CURRICULUM FOR PROGRAM IN ELEMENTARY EDUCATION

FRESHMAN YEAR

<i>Fall Semester</i>	<i>Spring Semester</i>	<i>Course Title</i>	<i>Sem. Hrs.</i>
<i>General Education</i>			
Eng. 303		Principles of Effective Writing	3
	Eng. 311	Literary Heritage I	3
Sp. 331	Sp. 332	Oral Communication	1
Hist. 901	Hist. 902	History of Western Civilization	6
Geog. 931		Principles of Geography	3
Sci. 801	Sci. 802	Biological Science	6
	Math. 812	General Mathematics	3
Art 101		Art Appreciation	3
	Mu. 601	Music Appreciation	3
Phys. Ed. 401	Phys. Ed. 402	Physical Education	1
Orient. 001	Orient. 002	Orientation to College	0
			32

SOPHOMORE YEAR

<i>Fall Semester</i>	<i>Spring Semester</i>	<i>Course Title</i>	<i>Sem. Hrs.</i>
<i>General Education</i>			
Eng. 312		Literary Heritage II	3
	Eng. 313	Literary Heritage III	3
Hist. 904		United States History	3
	Gov. 921	United States Government	3
Soc. 941		Principles of Sociology	3
Sci. 803	Sci. 804	Physical Science	6
	Psych. 701	General Psychology	3
Phys. Ed. 403		Physical Education	½
	Health Ed. 411	Personal—Community Health	2
<i>Professional Education</i>			
Ed. 201		Introduction to Education	2
	Ed. 202	Child Growth and Development	3
			31½

CURRICULUM FOR PROGRAM IN ELEMENTARY EDUCATION

JUNIOR YEAR

<i>Fall Semester</i>	<i>Spring Semester</i>	<i>Course Title</i>	<i>Sem. Hrs.</i>
<i>General Education</i>			
<i>Professional Education</i>			
Ed. 221		Comm. Arts: Reading in the Elementary Curriculum	3
Ed. 222		Comm. Arts: Language Arts in the Elementary Curriculum	2
Ed. 223		Science and Social Studies in the Elementary Curriculum	3
Ed. 224		Arithmetic in the Elementary Curriculum	3
Ed. 226		Health and Phys. Ed. in the Elementary Curriculum	2
Ed. 227		Art in the Elementary Curriculum	2
Ed. 228		Music in the Elementary Curriculum	3
Ed. 229		Observation of Children in the Elementary School	0
	Ed. 251	Student Teaching in the Elementary School	12
			30

SENIOR YEAR

<i>Fall Semester</i>	<i>Spring Semester</i>	<i>Course Title</i>	<i>Sem. Hrs.</i>
<i>General Education</i>			
Sp. 333		Speech in Education	2
Phil. 711		Introduction to Philosophy	3
	Geog. 933	Economic Geography	3
Health Ed. 412		Standard First Aid	1½
Electives	Electives	(From all areas)	12
<i>Professional Education</i>			
Ed. 261		Educational Seminar	2
Ed. 262		Education of Exceptional Children	3
	Ed. 263	Educational Measurement: Elementary School	3
	Ed. 264	History and Philosophy of Education	3
			31½
125 semester hours required for the B.S.Ed. degree.			

CURRICULUM DESIGN FOR THE PROGRAM IN

SECONDARY EDUCATION: TEACHING OF ENGLISH

General Education	52 ⁵⁵ Semester Hours
Humanities	18
English (6)	
Literature (3)	
Fine Arts (6)	
Philosophy (3)	
Social Sciences	9 6
Behavioral Sciences	6
Natural Sciences	15 9
Health and Physical Education	4
Foreign Language	12
Academic Specialization	48 ⁵¹ Semester Hours
Major Field: English	30
Minor Field: History	18 21
Professional Education	31 ²⁵ Semester Hours
Humanistic Foundations	3
Behavioral Foundations	9
Specialization	19 13
(including Student Teaching)	
Total	131 Semester Hours

CURRICULUM FOR PROGRAM IN SECONDARY EDUCATION: TEACHING OF ENGLISH

FRESHMAN YEAR

<i>Fall Semester</i>	<i>Spring Semester</i>	<i>Course Title</i>	<i>Sem. Hrs.</i>
<i>General Education</i>			
Eng. 303		Principles of Effective Writing	3
	Eng. 311	Literary Heritage I	3
Sp. 331	Sp. 332	Oral Communication	1
Hist. 901	Hist. 902	History of Western Civilization	6
Sci. 801	Sci. 802	Biological Science	6
Math. 812		General Mathematics	3
French	Art. 101	Art Appreciation	3
Mu. 601		Music Appreciation	3
Phy. Ed. 401	Phy. Ed. 402	Physical Education	1
Orient. 001	Orient. 002	Orientation to College	0
<i>Major Field</i>			
	Eng. 314	Types of Literature	3
			32

SOPHOMORE YEAR

<i>Fall Semester</i>	<i>Spring Semester</i>	<i>Course Title</i>	<i>Sem. Hrs.</i>
<i>General Education</i>			
Sp. 333		Speech in Education	2
French Sci. 803	Sci. 804	Physical Science	6 6
Psych. 701		General Psychology	3
Phy. Ed. 403		Physical Education	1½
	Health Ed. 411	Personal—Community Health	2
<i>Major Field</i>			
Eng. 315	Eng. 316	Development of English Literature	6
Eng. 317	Eng. 318	Development of American Literature	6
<i>Minor Field</i>			
Hist. 908	Hist. 909	History of England	6
<i>Professional Education</i>			
	Ed. 211	Principles of Secondary Education	3
			34½

CURRICULUM FOR PROGRAM IN SECONDARY EDUCATION: TEACHING OF ENGLISH

JUNIOR YEAR

<i>Fall Semester</i>	<i>Spring Semester</i>	<i>Course Title</i>	<i>Sem. Hrs.</i>
<i>General Education</i>			
Gov. 921		United States Government	3
Phil. 711		Introduction to Philosophy	3
<i>Major Field</i>			
Eng. 321		Shakespeare	3
	Eng. 319	History and Development of English Language	3
	Eng. 320-324	Elective from Eng. 320, 322, 323, 324	3
<i>Minor Field</i>			
Hist. 906	Hist. 907	Econ., Polit. and Cul. History of the United States	6
	Econ. 951	Principles of Economics	3
<i>Professional Education</i>			
Ed. 212		Adolescent Growth and Development	3
	Ed. 231	Curr. and Tchg. of English in Secondary School	5
	Ed. 232	Curr. and Tchg. of Social Studies in Secondary School	2
Ed. 265		Educational Measurement: Secondary School	3
	Ed. 239	Obs. of Students in Secondary School	0
			87 35

SENIOR YEAR

<i>Fall Semester</i>	<i>Spring Semester</i>	<i>Course Title</i>	<i>Sem. Hrs.</i>
<i>General Education</i>			
		<i>Intro. to Philosophy</i>	3
	Soc. 931	Principles of Sociology	3
	Health Ed. 412	Standard First Aid	1½
<i>Major Field</i>			
	Eng. 320-324	Elective from Eng. 320, 322, 323, 324	3
	Eng. 325-327	Elective from Eng. 325, 326, 327	3
<i>Minor Field</i>			
	Hist. 910-915	Elective from Hist., 910, 911, 912, 913, 914, 915	3
<i>Professional Education</i>			
	Ed. 264	History and Philosophy of Education	3
Ed. 252		Student Teaching in the Secondary School	12
			27½ 8
131 semester hours required for the B.S.Ed. degree.			29½

CURRICULUM DESIGN FOR THE PROGRAM

IN MUSIC EDUCATION

General Education	47 Semester Hours
Humanities 22	
English (4)	
Literature (9)	
Fine Arts (9)	
Philosophy (0)	
Social Sciences 6	
Behavioral Sciences 6	
Natural Sciences 6	
Health and Physical Education 4	
Elective 3	
Academic Specialization	48 Semester Hours
Music Theory 18	
Applied Music 30	
Professional Education	28 Semester Hours
Humanistic Foundations 3	
Behavioral Foundations 5	
Specialization 20	
(including Student Teaching)	
Total	123 Semester Hours

CURRICULUM FOR PROGRAM IN MUSIC EDUCATION

FRESHMAN YEAR

<i>Fall Semester</i>	<i>Spring Semester</i>	<i>Course Title</i>	<i>Sem. Hrs.</i>
<i>General Education</i>			
Eng. 303		Principles of Effective Writing	3
	Eng. 311	Literary Heritage I	3
Sp. 331	Sp. 332	Oral Communication	1
Hist. 903		Modern European History	3
	Math 812	General Mathematics	3
Art 101		Art Appreciation	3
	Psych. 701	General Psychology	3
Phys. Ed. 401	Phys. Ed. 402	Physical Education	1
Orient. 001	Orient. 002	Orientation to College	0
<i>Basic Music</i>			
Mu. 621	Mu. 622	Theory I	6
<i>Music Performance</i>			
Mu. 631		Instrumental Class: String	2
	Mu. 633	Instrumental Class: Woodwind	2
Mu. 651	Mu. 652	Functional Piano	2
Mu. 661	Mu. 662	Ensemble	0
			32

SOPHOMORE YEAR

<i>Fall Semester</i>	<i>Spring Semester</i>	<i>Course Title</i>	<i>Sem. Hrs.</i>
<i>General Education</i>			
Eng. 312		Literary Heritage II	3
	Eng. 313	Literary Heritage III	3
Mu. 603	Mu. 604	Music History and Literature	6
Phys. Ed. 403		Physical Education	1½
	Health Ed. 411	Personal-Community Health	2
<i>Basic Music</i>			
Mu. 623	Mu. 624	Theory II	6
<i>Music Performance</i>			
Mu. 636		Instrumental Class: Brass	2
	Mu. 641	Elementary Conducting	3
Mu. 653	Mu. 654	Functional Piano	2
Mu. 663	Mu. 664	Ensemble	0
<i>Professional Education</i>			
Ed. 201		Introduction to Education	2
	Ed. 202	Child Growth and Development	3
			32½

CURRICULUM FOR PROGRAM IN MUSIC EDUCATION

JUNIOR YEAR

<i>Fall Semester</i>	<i>Spring Semester</i>	<i>Course Title</i>	<i>Sem. Hrs.</i>
<i>General Education</i>			
<i>Basic Music</i>			
	Mu. 626	Theory III	3
<i>Music Performance</i>			
	Mu. 638	Instrumental Conducting	2
Mu. 642		Advanced Conducting	3
Mu. 643	Mu. 644	Vocal and Choral Techniques	6
Mu. 655	Mu. 656	Functional Piano	2
Mu. 665	Mu. 666	Ensemble	0
<i>Professional Education</i>			
Ed. 242		Workshop in Education	3
Mu. Ed. 671		Music in Elementary School	3
Mu. Ed. 672		Music in Secondary School	3
	Mu. Ed. 681	Student Teaching: Music in the Elementary School	5
			30

SENIOR YEAR

<i>Fall Semester</i>	<i>Spring Semester</i>	<i>Course Title</i>	<i>Sem. Hrs.</i>
<i>General Education</i>			
	Hist. 905	U. S. History and Government	3
	Soc. 941	Principles of Sociology	3
Health Ed. 412		Standard First Aid	½
Sci. 805		Appreciation of Science	3
Elective		(From all areas)	3
<i>Basic Music</i>			
Mu. 628		Theory IV	3
<i>Music Performance</i>			
Mu. 635		Instrumental Class: Percussion	2
Mu. 658	Mu. 659	Major Performance: Recital Class	2
Mu. 667	Mu. 668	Ensemble	0
<i>Professional Education</i>			
	Ed. 264	History and Philosophy of Educa- tion	3
	Mu. Ed. 675	Sup. of Music Education	3
Mu. Ed. 682		Student Teaching: Music in the Secondary School	3
			28½
123 semester hours required for the B.S. Ed. degree.			

GENERAL INFORMATION

ADMISSION*

Application for Admission

Every candidate for admission to the State College at Lowell is required to submit to the College:

1. A completed form entitled *Application for Admission to a State College*.

2. Through the high school principal, his high school record on a form entitled *High School Record* which includes *Ratings of Personal Characteristics*.

These forms may be obtained from the high school or college and should be filed early in the senior year.

Time of Admission

1. *Plan I* applicants (*see below*) may file applications and may be admitted provisionally on or after October 1 of the senior year. Final acceptance is contingent on the maintenance of a high school record for the first two marking periods or the first half year of the senior year which meets the requirements for admission by academic evaluation and on successful completion of the College Entrance Examination Board Scholastic Aptitude Tests and/or other examinations prescribed by the Department of Education.

2. *Plan II* applicants (*see below*) may not be granted provisional admission but may submit applications on or after October 1 of the senior year. It is to the advantage of these candidates to submit their applications at an early date.

General Qualifications

Every candidate for admission as a regular student must meet the following requirements:

HEALTH. The candidate must be in good physical condition and free from any disease, infirmity, or other defect which would render him unfit for public school teaching. A statement from the family physician and examination by the college physician are required evidence in this regard.

*The following are regulations taken from the *Bulletin of Information for 1961 for the State Colleges and the Massachusetts College of Art*. Issued by the Department of Education, Commonwealth of Massachusetts.

HIGH SCHOOL GRADUATION. The candidate must have a high school diploma or have equivalent preparation.

COMPLETION OF SIXTEEN UNITS OF HIGH SCHOOL WORK. The *High School Record* must show the completion of sixteen units accepted by the high school in fulfillment of graduation requirements or the candidate must present evidence of equivalent preparation.

A unit represents a year's study in any subject of a secondary school so planned as to constitute approximately one-fourth of a full year of work for a pupil of normal ability. To count as a unit, the recitation periods shall aggregate approximately 120 sixty-minute hours. Time occupied by shop or laboratory work counts one-half as much as time in recitation.

PERSONAL INTERVIEW. A satisfactory personal interview of each candidate by faculty members of the college is required.

PERSONAL CHARACTERISTICS. The results of the personal interview and the moral character of the candidate must, in the judgment of the president of this College, warrant the admission of the candidate. The recommendation of the high school principal will be given consideration in determining the fitness of the candidate for the profession of teaching.

EXAMINATIONS. Successful completion of the College Entrance Examination Board Scholastic Aptitude Tests and/or other tests prescribed by the Department of Education.

Methods of Admission

PLAN I. Admission by academic evaluation is granted to candidates on the following basis: a grade of *A* will be equated four points; *B*, three points; *C*, two points; and *D*, one point. Candidates who have an average of not less than 3.0 in the highest sixteen units of high school work will be admitted, provided they have successfully completed the College Entrance Examination Board Scholastic Aptitude Tests and/or other tests prescribed by the Department of Education.

1. Prescribed Units. These sixteen units must include the following eight units: English (through grade twelve), four units; American History and Government, one unit; Algebra, one unit; Geometry, one unit; Biology or Physics or Chemistry, one unit.

2. Distribution of Units for Applicants Admitted by Academic Evaluation. The units must be so distributed that the number offered in any field, including the prescribed units, shall not be more than the following: English, four units; Social Studies, four units; Science, four units; Foreign Language, seven units (no credit accepted for less than two units of any one language); Mathematics, four units;

Business Subjects, two units; Fine and Industrial Arts, two units (one additional unit beyond the maximum may be granted in Music to candidates applying for admission to the program in Music Education); Home Economics, two units; and Physical Education, one unit.

PLAN II. Students who are not eligible for admission by academic evaluation as described in the foregoing, but who possess a high school diploma or its equivalent, are interested in teaching, and qualify under *General Qualifications*, may be admitted to the College on successful completion of the College Entrance Examination Board Scholastic Aptitude Test and/or other tests prescribed by the Department of Education provided they present high school credits in the following subjects: English (through grade twelve), four units; American History and Government, one unit; Mathematics, two units; and Science, one unit.

All applicants for admission are required to take the College Entrance Examination Board Scholastic Aptitude Test. This test is conducted in examination centers established by the College Entrance Examination Board. Applicants may take the College Board Scholastic Aptitude Test in January, March, or May. Detailed instructions relative to making application for this test and the dates on which it is conducted may be secured from the director of admissions at the College, from the high school principal or from the College Entrance Examination Board, Box 592, Princeton, New Jersey.

All candidates are advised to take the College Board Scholastic Aptitude Test at the earliest possible date. The standing of the applicant will be determined by the Scholastic Aptitude Test score and the prescribed high school credits.

ADMISSION OF STUDENTS TO THE PROGRAM IN MUSIC EDUCATION. Students seeking admission to the program in Music Education, in addition to meeting the regular requirements for admission *under Plan I or Plan II*, are required to pass a Music Aptitude Test and demonstrate ability in music. Details in regard to the type of test and examination to be used may be obtained from the College. The Music Aptitude Test is conducted at the College in January, March, and May on the Friday subsequent to the date scheduled by the College Entrance Examination Board for the administration of its Scholastic Aptitude Test. Candidates may take the Music Aptitude Test not more than twice for any academic year.

WAITING LISTS. If the number of applicants qualified for admission, following the administration of the College Board Scholastic Aptitude Test and the Music Aptitude Test in January, March, or May, exceeds the number that the facilities of the College will accommodate, a waiting list will be established. The position of the candidate on the waiting list will be determined as follows:

The position of *Plan I* candidates will be determined according to the numerical evaluation described under *Plan I*.

The position of *Plan II* candidates will be determined according to a numerical grade including an evaluation of the prescribed high school credits and the College Board Scholastic Aptitude Test score. The eight prescribed high school credits will be evaluated as follows: a grade of *A* will be equated four points; *B*, three points; *C*, two points; and *D*, one point.

Vacancies occurring between examinations will be filled from the established list. Candidates on the waiting list will have preference over all candidates (whether *Plan I* or *Plan II*) who become eligible for admission at subsequent examination dates.

Admission as Advanced Students

Students who have attended or are graduates of normal schools or colleges may be admitted as regular or advanced students, under conditions approved by the Massachusetts Department of Education.

Opening of the College Year

The college year for 1960-61 begins on September 12, 1960 and for 1961-62 on September 11, 1961.

ACADEMIC REQUIREMENTS

A system of quality points is in force in all of the State Colleges. Under this system, grades will be given the following values: *A*, 4.0 to 5.0; *B*, 3.0 to 3.9; *C*, 2.0 to 2.9; *D*, 1.0 to 1.9; *E*, 0.

The number of quality points which a student receives in a course is determined by multiplying the total number of semester hours in the course by the corresponding number of quality points, e.g., a six semester hour course with a rating of 4.0 has a value of twenty-four quality points. The average is computed by dividing the total number of quality points by the total number of semester hours.

The average of the grades required for promotion or graduation is 2.0. Students with an average of less than 2.0 must withdraw from college unless permission to repeat the year is given by the Director of State Colleges on the recommendation of the president for such reasons as illness, home difficulties, and similar circumstances. Students with an average of less than 1.5 at the end of any semester may be dropped from the college. They may be permitted to re-enter with the permission of the Director of State Colleges on the recommendation of the president for such reasons as illness, home difficulties, and similar circumstances.

Incomplete grades must be made up within eight weeks after the opening of the following semester. (No course may be marked *Incomplete* unless eighty per cent of the work has been done at the time of discontinuance.)

The determination of quality points is made at the end of each semester and, excepting when the year is repeated, the number of points is not affected by grades in courses subsequently taken and passed.

Grades of *E* can never be removed, but the subjects in which they have been received must be repeated and passed, or, in the case of electives, other approved courses must be taken and passed either in approved summer sessions, or, when possible, during the regular college year. Continuing subjects, in which *E* grades have been received, must be successfully repeated before the student may take advanced work.

The grade for a repeated or alternate course will be recorded in the college records as follows: *Repeated or alternate course*
 passed at with a grade of
(Name) (College)

EXPENSES

The following summary indicates as nearly as possible the regular expenses for which each student must plan in an annual budget.

Tuition Fees for Residents of Massachusetts

For full-time students, the tuition is \$200.00 a year payable in two installments at the beginning of each semester.

For part-time day students, the tuition is \$7.00 a semester hour.

For students enrolled for credit in Extension and Summer courses, the tuition is \$13.00 a semester hour; for students enrolled as auditors, the tuition is \$11.00 a semester hour.

Tuition Fees for Non-Residents of Massachusetts

For full-time students, the tuition is \$600.00 a year payable in two installments at the beginning of each semester.

For part-time day students the tuition is \$21.00 a semester hour.

For students enrolled for credit in Extension and Summer courses, the tuition is \$22.00 a semester hour; for students enrolled as auditors, the tuition is \$11.00 a semester hour.

Registration Fee

Each applicant for admission to the College must pay a registration fee of \$20.00 following notification of acceptance of admission.

This fee will be deducted from the tuition of students who attend and will be forfeited by those who do not attend. Refunds for students leaving the college within six weeks after the beginning of the semester will be based on the regularly established schedule of refunds, minus the registration fee.

Textbooks and Supplies

Students are expected to purchase all necessary textbooks and supplies, at an approximate expense of \$70.00 a year.

Music Education Program Expenses

For students in the program in Music Education there may be additional expenses to cover vocal instruction and instruments, detailed information on which may be had from the College.

Veterans

The College welcomes veterans of the Korean War under Public Law 550. Under this law the veteran will pay his tuition and fees at the time of registration just as non-veterans do.

Housing Accommodations

Resident students select from and reside in housing accommodations approved by the College. Dormitory accommodations in Presidents Hall are available for thirty women. Preference is given to majors in Music Education who live beyond commuting distance of the College. Annual expense for board and room in the dormitory is \$476.00, payable in installments of \$119.00 quarterly.

EXTENSION PROGRAM

There is a late afternoon and evening Extension Program at the College during the Fall and Spring semesters. The program offers courses on the graduate and undergraduate levels. There is also a six-week daytime Summer Extension Program. Applications and requests for information should be addressed to the Director of Extension Studies.

COLLEGE SERVICES AND ACTIVITIES

GUIDANCE PROGRAM

The guidance program of the College reflects its concern for the personal as well as the academic and professional development of its students. The program, both formal and informal in nature, guides the student from his initial adjustment to college life to his entrance into the teaching profession. Emphasis is placed on assisting the student to become a stable, mature person capable of analyzing his own problems objectively and of making intelligent choices and decisions.

The guidance of students in both academic and personal problems is the particular responsibility of the Dean of Men and the Dean of Women. However, faculty-student rapport is such that other staff members give generously of their time to assist students with problems.

The program of orientation for freshmen is initiated the week preceding the opening of college. The plans for this particular week are developed by a faculty-student committee to help the freshman student to adjust to the academic and social life of the college and to permit the college to plan for the academic needs of the student.

Academic adjustment is facilitated by a testing program designed to appraise the student's capacity for learning and his ability in the areas of English, reading, mathematics, and music. The results of these tests are used as the basis for the establishment of remedial courses in the subject areas measured. These are non-credit courses which are scheduled as part of the student's regular program.

Social adjustment is aided by upper-class members who help to orient the freshman student to the campus, to college activities and organizations, and who introduce him to the faculty. Social activities, such as coffee hour and a sports program, aid him in becoming acquainted with the members of his class.

All freshman students are required to attend the course *Orientation to College* one class hour a week throughout the year as an integral part of the guidance program. The plan for this course is quite flexible and is developed according to the particular needs of the class. The Dean of Women serves as the course coordinator but other faculty members participate and contribute to the program. This course is supplemented by individual conferences with the student. The results of the testing program are discussed with the student. Performance in the various tests is discussed in light of the student's evaluation of the test record. Attention is directed to weaknesses as well as to strengths and the student is encouraged to assume responsibility for the remediation of any weakness revealed.

Conferences with the individual student are continued throughout the four years of college. Particular attention is given to such a conference at mid-semester. At that time, each student whose level of performance indicates the possibility of failing a course is interviewed first by the faculty member giving the course and then by the respective dean.

Data on the health and physical well-being of the student are gathered from periodic examinations by the college physician and from interviews by the college nurse and members of the Department of Health and Physical Education. When the presence of a physical abnormality is revealed, recommendation for correction is made to the student and a follow-up procedure employed.

Guidance in professional development and placement, while primarily the responsibility of the Director of Student Teaching and Placement, is an integral phase of the guidance program of the college. The liaison existing between the respective deans and the Director of Student Teaching permits optimum use of data relevant to the personal and academic development of a student and provides continuity in the guidance of his professional development.

An informal aspect of the guidance program appears in the role of the faculty advisor. Each class selects one of the faculty as honorary member and advisor. In this capacity, he guides the group in its extra-curricular activities and many times serves the needs of the individual class members. Faculty advisors are also selected by all student organizations and serve the needs of these groups in a similar manner.

ACADEMIC AWARDS

Silver Key Award

The Student Government Association annually awards at Commencement the Silver Key to three seniors selected on the basis of outstanding qualities of character, leadership, academic standing in the upper fifth of the class, and loyalty to the College.

Degrees With Distinction

Degrees *With Distinction* are conferred at Commencement upon seniors who have maintained an academic average of 3.8 or better for the four years

LIBRARY

The College Library is located on the second floor of the Administration Building and houses a collection of 25,000 books on open shelves in its main room. Other sections of the library offer facilities for listening to music, a browsing area, an educational resources room which contains elementary school texts, children's books, sample tests, and other material useful to the student teacher, and a

periodical reference room which contains magazines both in their original state or on microfilm. Services include the loan of books, pamphlets, filmstrips, and recordings to registered borrowers.

STUDENT ORGANIZATIONS

The College offers fifteen student organizations in which its student body may elect membership according to special interests and abilities. Students are free to become members of whichever club or clubs appeal to them and for which they are qualified beginning in the freshman year. There are no class restrictions except for *The Knoll* which is reserved for seniors. In this way, students begin at once to participate in extra-curricular programs, thus developing the qualities of cooperation, initiative, and general leadership which are essential to a teacher, plus the special skills and talents which might otherwise lie dormant. Of no less importance is the recreational value of these activities which is vital to the mental as well as to the physical health of the students. Each of the clubs is autonomous, having a faculty member present in an advisory capacity.

Student Government Association

The Student Government Association provides self-government of the student body and promotes all student activities of the College. All other student organizations must comply with the general regulations formulated by the Student Government.

Campus Star

The *Campus Star* is the college newspaper, staffed by student editors who are carefully selected by performance of definite assignments. The paper is published regularly throughout the academic year. Students have ample opportunity to learn reporting, layout, and all other journalistic skills.

Drama Club

The Drama Club aims to develop an appreciation of the theater, to present plays, and to provide enjoyment through self-expression. In addition to its own dramatic productions, the Club assists the music department in the staging of its operettas and other musical programs which involve stage and dramatic skills. Students not interested in acting participate in the lighting, makeup, scenery, and other backstage activities essential to dramatic production.

Hillel Society

Held in conjunction with students of Lowell Technological Institute, Hillel Society is an organization for Jewish students in the college. Meetings are held regularly.

Iona Fellowship

The purpose of the Iona Fellowship is to provide for the spiritual needs of Protestant students and to give them opportunities to

meet in social fellowship. Meetings are held in conjunction with students of the Lowell Technological Institute and of the Lowell General Hospital. An evening worship service and reception is held on the first Monday of each month at a local church and a dinner meeting with a lecturer on the third Thursday of each month.

Jazz Society

Composed of students who are enthusiasts, the Jazz Society "furthers music self-expression and presents Jazz, concert-style, in private and public performances".

Students from any department who wish to contribute musically may join as performing members. Those who wish to support jazz activities by contributing their time and efforts may become associate members.

Men's Athletic Association

The MAA offers extra-curricular activities in the form of wholesome athletic games and recreational opportunities. The program includes football, basketball, volleyball, badminton, horseshoes, and ping-pong. Special events include a dance, a Sports Night, and an annual banquet. All activities contribute to the development of qualities of leadership and team work. Students who qualify may obtain Red Cross lifesaving certificates and officials' licenses in football and basketball.

Modern Arts Society

Quite practically, the Modern Arts Society limits itself to twenty members. Each of the members may expect, then, that his poetry, drama, dance, musical arts, or graphic arts creation will have audience and criticism. The monthly meetings often stimulate combinations of these arts.

Music Educators National Conference, Student Chapter 201

The MENC, Student Chapter 201, is open to all students majoring in Music Education and to any other student actively interested in music. Membership in the MENC includes membership in the state musical organization, the Massachusetts Music Educators Association, and in the national musical organization, the Music Educators National Conference. Student members of the MENC enjoy the privilege of participation in state and national musical conferences sponsored by the parent organizations. Also, the student members are entitled to receive the publications of these professional groups. By participating in these musical activities, the student enhances his professional training as a future music teacher or supervisor.

As a college group, the Student Chapter sponsors shows, operettas, and entertainment for school functions, hospitals, orphanages, and other organizations. The group is active on the campus in collegiate functions and in music conferences at the state and national

levels. This music club has established an MENC Loan Fund to assist worthy and needy members with their college expenses. The Student Chapter sends members as delegates of the college to state and national conferences

Newman Club

The purpose of the Newman Club is to provide for the spiritual needs of Catholic students and at the same time to extend their social and educational experiences. The program of activities includes lectures, dances, a Christmas party for orphans, Communion breakfasts, and a Day of Recollection. Meetings are held jointly with the students of Lowell Technological Institute in the auditorium of a local church under the direction of a chaplain.

Pegasus

Pegasus is a literary publication of the College and is published bi-annually under the auspices of the Student Government Association. A student staff, chosen each year from carefully selected members of the student body and designated the College Literary Magazine Staff, guides the publication of *Pegasus*. Material for the magazine is chosen from stories, poems, and essays submitted by the students in an effort to stimulate and further the development of their creative ability.

Phanar Club

The Phanar Club is open to Eastern Orthodox students from greater-Lowell colleges. It has as its purpose the desire to foster the spiritual as well as the intellectual growth of its members and to help them achieve a fuller life through the perpetuation of Christian precepts.

The name Phanar literally means a light or beacon. It is also the district in Istanbul, Turkey where the See of the Ecumenical Patriarchate of the Eastern Orthodox Church is located.

Science Club

The Science Club gives students an opportunity to increase their knowledge of the theory and application of the various sciences by means of speakers, field trips, demonstrations, and individual projects. Members have the privilege of utilizing the laboratory equipment in other than class hours.

The Knoll

This organization is limited to members of the Senior Class engaged in the publication of the Yearbook. Its purpose is to produce a book of such quality as befits the permanent historical record of the class in pictorial and literary style. All members of the editorial staff have the opportunity of working with the publisher on layout and of contributing original work to the literary, artistic, and business departments of the Yearbook.

Women's Recreational Organization

The WRO offers to all women students a time to relax and enjoy themselves with other members of the college. For those who enjoy participation in sports, there are several activities: archery, badminton, basketball, bowling, horseback riding, lifesaving, ping-pong, softball, swimming, tennis, and volleyball. Others may take part in the administrative aspects of the program such as timing and scoring. Instruction in coaching is offered. Among the social activities of the group are an annual banquet at which letter awards are made and a winter weekend at a winter sports resort.

COURSES OF INSTRUCTION

The courses offered are listed in alphabetical order according to departments. The course numbers have the following meaning:

FIRST NUMERAL. The first numeral in a course number indicates the department in which the course is offered, i.e.,

- | | |
|-----------------------------------|-------------------------------|
| 0 - Orientation | 5 - Modern Language |
| 1 - Art | 6 - Music |
| 2 - Education | 7 - Philosophy and Psychology |
| 3 - English | 8 - Science and Mathematics |
| 4 - Health and Physical Education | 9 - Social Science |

SECOND AND THIRD NUMERALS. The second and third numerals indicate the sequence of course offerings in a given department.

ELECTIVE OFFERING. An asterisk appearing after the title of a course indicates an elective offering.

001-002. Orientation to College

Guidance is given in the development of skills both academic and social which facilitate adjustment to college life. The student is assisted in self appraisal through utilization of the results of the Freshman Orientation testing program. Through an overview of the curriculum design he is oriented to future professional experiences.

MARY E. MCGAUVAN

Non-credit.

DEPARTMENT OF ART

DEMERRITTE A. HISCOE

LEO PANAS

Art 101. Art Appreciation

This course acquaints the student with the language of art and the tools for exercising judgment. A broad background of recognized art work is attained.

DEMERRITTE A. HISCOE

Three semester hours.

Art 102. Art Materials and Techniques*

Creative experiment in the use of art materials, techniques, scientific information, and design are studied in relation to aesthetic expression. Emphasis is placed upon understanding rather than skill in production.

LEO PANAS

Three semester hours.

Art 103. History of Art*

The history of man's social and cultural growth as it was expressed in many art forms is studied as a means for understanding art in the world in which we live. Research covering main currents and great periods with resultant modern developments is required.

DEMERRITTE A. HISCOE

Three semester hours.

Art 104. Creative Drawing and Painting

Planning, execution and discussion of comprehensive original projects in various media and techniques, analysis of contemporary trends in art and analysis of picture structure and interpretation of concepts, forms and symbols in the art of today. Student will create expressions with crayon, ink, paint, and various scrap materials.

LEO PANAS

Three semester hours.

Art 105. Printmaking*

This course offers the student an opportunity to study the various processes of graphic reproduction. Experience is gained through Linoleum Block Printing using original drawings and designs printed single or multi-color application. Designing, cutting and printing of blocks on paper and fabric is executed after sufficient research and examination of professional examples assures the student of a reasonably high standard in his creative endeavor.

LEO PANAS

Three semester hours.

Art 106. Out of Door Sketching*

This course offers the student an opportunity to become acquainted with simple procedures for working out-of-doors with materials adaptable to fast work.

LEO PANAS

Three semester hours.

Art 107. The Art of Home Planning*

Modern trends in appearance, room arrangement, decoration and furnishing of homes for modern living. A brief examination of historic homes is covered to show the normal relationship between socio-political trends and home building. This is followed by an extensive study of current literature on modern homes and interior arrangement. Each student is expected to plan a home, including its appearance, landscaping, interior arrangement, and furnishing.

LEO PANAS

Three semester hours.

DEPARTMENT OF EDUCATION

MARGUERITE L. GOURVILLE, *Chairman*

GERTRUDE M. CUNNINGHAM

ALICE G. KIERNAN

HELEN G. DRINAN

MARY E. MCGAUVRAN

MARGARET R. SHANNON

Members of other departments who participate in the Professional Education Program:

WILLIAM R. FISHER

FRANCIS P. O'HARA

H. MARIE GARRITY

LEO PANAS

Ed. 201. Introduction to Education

Designed to provide an overview of education relative to its function in American society and its purposes, levels, personnel, control, and finance. The approach utilizes discussion, analysis of student background of school experiences, observation of children, and visitation. Here the student receives guidance and professional counseling relevant to the choice he will make in student teaching the following year.

GERTRUDE M. CUNNINGHAM

MARGUERITE L. GOURVILLE

Two semester hours.

Ed. 202. Child Growth and Development

The findings of research in child development serve as operational guides in the study and understanding of the child in the elementary school. An exploration is made of the principles underlying the development of the physical, mental, moral, emotional, social, motor, language, and creative growth of the child. Emphasis is placed on change in the child and the relationship between the school and such change. Provision is made for the observation of children in elementary schools, in schools for exceptional children, and in group activities sponsored by social agencies.

ALICE G. KIERNAN

Three semester hours.

Ed. 211. Principles of Secondary Education

With attention to the philosophy and development of American secondary education, this course deals with the factors that influence the goals, curricula, personnel, facilities, services, guidance, and evaluation of secondary schools.

GERTRUDE M. CUNNINGHAM

Three semester hours.

Ed. 212. Adolescent Growth and Development

A systematic study is made of the dynamics of behavior in adolescence and of changing attitudes and concepts. Attention is given to individual differences in development and performance as related to physical, social, psychological, and moral factors and to attendant problems. The implications of research are presented and are used as a basis for understanding and guiding this age group.

THOMAS A. NORRIS

Three semester hours.

The Child and His Curriculum in the Elementary School: Course Sequence

The child and his development in the elementary school serves as a unifying core for the course sequence Ed. 221-229 which is designed for students majoring in Elementary Education and which they experience in the semester immediately preceding student teaching.

Guidance is directed toward student development of the ability to appraise, select, and apply effectively those instructional principles, procedures, and materials which contribute to the growth of the child in communicative and social understandings and abilities, quantitative and scientific concepts, healthful living, and creative expression. Throughout the course sequence, extensive use is made of audio-visual equipment and materials.

Ed. 221. Communicative Arts: Reading in the Elementary Curriculum

The role of reading in the development of the child constitutes the basis for a critical analysis of fundamental issues and principles in the teaching of reading. Systematic consideration is given to all phases of the reading program. The contributions of research are evaluated in terms of their relation to basic principles and of their functional application.

MARGARET R. SHANNON

Three semester hours.

Ed. 222. Communicative Arts: Language Arts in the Elementary Curriculum

The focus of this course is the function of language in the development of the child, and the interrelationship which exists among the various phases of the language arts. Systematic consideration is given to the scope and sequence of the language program; primary emphasis is placed upon current practices in the development of the skills of listening, speaking, and writing.

ALICE G. KIERNAN

Two semester hours.

**Ed. 223. Science and Social Studies in the
Elementary Curriculum**

This course is planned to familiarize the student with the many opportunities for science and social studies experiences in the elementary school program through participation in experiments and audio-visual demonstrations and through the organization of units of work suitable to and effective at the maturation levels of children.

HELEN G. DRINAN

Three semester hours.

Ed. 224. Arithmetic in the Elementary Curriculum

The logical sequence in arithmetic is studied with emphasis placed upon the acquisition of important mathematical meanings and relationships. Concrete approaches to abstract concepts, facts, operations, and step processes are stressed. Attention is given to readiness, grouping, and manipulative materials.

HELEN G. DRINAN

Three semester hours.

**Ed. 226. Health and Physical Education in the
Elementary Curriculum**

Experience is given in directing those games, rhythmical activities, singing games, posture and body mechanics which contribute to child growth. In the area of health education, emphasis is placed on the organization and content of health services, healthful living, and safety education.

H. MARIE GARRITY

Two semester hours.

Ed. 227. Art in the Elementary Curriculum

The psychology of children's creative art expression provides the base upon which this course is organized. Opportunity is provided for experience with a variety of art media which stimulate the creative ability of children and contribute to learning.

LEO PANAS

Two semester hours.

Ed. 228. Music in the Elementary Curriculum

The emphasis of this course is placed on developing those understandings and skills necessary in teaching children through the five areas of musical experience: singing, listening, rhythmic activity, playing, and creating; and on developing a knowledge of and facility in the use of available materials.

WILLIAM R. FISHER

Three semester hours.

**Ed. 229. Observation of Children in the Elementary School:
Required Supplementary Experience**

The purposes, principles, and procedures developed in Ed. 221-228 give direction to observation experiences in the laboratory school classrooms and in other teaching-learning situations.

While emphasis is on the student's seeing normal classroom activities throughout the semester, he is guided to give special attention to a particular phase of the teaching-learning situation in each observation. College faculty members in the related field and the supervising teacher participate in the discussion following each observation.

MEMBERS OF THE EDUCATION DEPARTMENT

Non-credit.

Ed. 231. The Curriculum and Teaching of English in the Secondary School

An analysis is made of the objectives, content, and various methods and materials of teaching English in the secondary school. Attention is given to the several phases of the English curriculum: literature, language arts, and developmental reading. The implications of various research studies in the teaching of English are examined.

Five semester hours.

Ed. 232. The Curriculum and Teaching of Social Studies in the Secondary School

The purpose and content of the social sciences as they contribute to education in the secondary school are examined in detail. A critical analysis is made of the methods and materials currently used in teaching the social studies.

Two semester hours.

Ed. 239. Observation of Students in the Secondary School: Required Supplementary Experience

The observation experiences scheduled regularly throughout the semester preceding student teaching enable students to become familiar with teaching-learning situations in the secondary school. This program is so planned that students see the application of principles and procedures developed in Ed. 231 and 232.

MEMBERS OF THE EDUCATION AND ENGLISH DEPARTMENTS

Non-credit.

Ed. 242. Workshop in Education

The focus is on the individual problems of the music teacher in relation to the whole educational enterprise: staff and curriculum action, grades one through twelve.

Music specialists discover and define questions involving curriculum offerings in the schools, methods of grouping, guiding, and evaluating and reporting school progress.

Concurrently, students observe and confer with teachers and principals of nearby elementary and secondary schools.

GERTRUDE M. CUNNINGHAM

Three semester hours.

Ed. 251. Student Teaching in the Elementary School

Growth, experience, and responsibility in teaching are developed through a practicum in elementary schools under the supervision of qualified teachers and principals. These teaching experiences, increased gradually until full responsibility is attained, are offered full time for one semester for students majoring in Elementary Education.

Individual student guidance is further provided through observation, demonstration and counselling by college faculty members of the Education Department who are consultants in each of the curriculum areas.

These teaching experiences are provided in two campus elementary schools (public schools of the city of Lowell) and in other cooperating school systems.

MARGUERITE L. GOURVILLE

AND

MEMBERS OF THE EDUCATION DEPARTMENT Twelve semester hours.

Ed. 252. Student Teaching of English in the Secondary School

Growth, experience, and responsibility in teaching are developed under the supervision of qualified teachers and principals. These teaching experiences, increased gradually until full responsibility is attained, are offered full time for one semester for students majoring in the teaching of English in the secondary school.

Individual student guidance is further provided by college faculty members of the Education and English Departments.

MARGUERITE L. GOURVILLE

Twelve semester hours.

AND

MEMBERS OF THE EDUCATION AND ENGLISH DEPARTMENTS

Ed. 261. Educational Seminar

Phases of ethics, school law, curriculum study, and new trends in elementary education are discussed. The members of the group re-evaluate their professional experiences. Some time is devoted to a consideration of the preparation for the first teaching position. Ed. 251 is prerequisite.

MARGUERITE L. GOURVILLE

Two semester hours.

Ed. 262. Education of Exceptional Children

The special abilities, characteristics, and reading problems of exceptional children, and the relative merits of programs designed to meet the needs of these children are critically analyzed. Considera-

tion is also given to the relation of disability in reading to child development.

The role of reading and literature in the solution of the personal and social problems of all children is examined and an exploration is made of children's literature. Ed. 221 is prerequisite.

MARGARET R. SHANNON

Three semester hours.

Ed. 263. Educational Measurement: Elementary School

This course considers the nature of measurement, its purpose and value in the learning situation, and the types of measuring techniques to be employed. Attention is given to the development of basic statistical concepts, to the selection and use of measuring instruments, and to the interpretation of the data secured.

MARY E. MCGAUVAN

Three semester hours.

Ed. 264. History and Philosophy of Education

The general purpose of the course is to construct a synthesis of the basic ideas of the foremost thinkers and teachers of civilization past and present. This general purpose, when achieved, will serve two specific purposes. First, the synthesis will be used as a frame of reference for the evaluation of contemporary American philosophies of education. Second, the synthesis will serve as a frame of reference to enable a prospective teacher to construct a philosophy of education for his guidance in teaching.

FRANCIS P. O'HARA

Three semester hours.

Ed. 265. Educational Measurement: Secondary School

Considers the nature of measurement its purpose and value in the teaching-learning situation. Emphasis is upon the appraisal and use of standardized tests and the construction of the informal teacher-made test. Basic statistical concepts are developed for the interpretation of test results and educational literature. Techniques for marking, grading and reporting are introduced.

MARY E. MCGAUVAN

Three semester hours.

Ed. 266. Guidance in the Elementary School*

The integral relationship between guidance and teaching is set forth in this course. The organismic concept of child development is stressed. Techniques are suggested for recognizing and interpreting symptoms of maladjustment in children.

MARY E. MCGAUVAN

Three semester hours.

**DEPARTMENT OF ENGLISH, SPEECH,
AND THEATER ARTS**

WILLIAM C. BURTO, *Acting Chairman*

FORTUNATA C. CALIRI

KALERVO KANSANNIVA

ROBERT J. FOY

JAMES M. RYAN

GARDNER TILLSON

Eng. 303. Principles of Effective Writing

The study and practice of the principles of effective written communication are stressed. The course aims to develop awareness of diction, style, and grammatical usage through the provision of frequent written assignments and their evaluation. It also includes the principles and techniques of preparing a research paper.

WILLIAM C. BURTO

FORTUNATA C. CALIRI

ROBERT J. FOY

JAMES M. RYAN

Three semester hours

Eng. 304. Creative Writing*

The principles and practices of creative writing as they apply to exposition, poetry, and short fiction are developed.

WILLIAM C. BURTO

Three semester hours.

Eng. 311. The Literary Heritage of Western Culture I

The study of man's relationship to God, to society, to individuals, and his attempts to discover his own nature forms the basis for an examination of representative works from the literature of Antiquity.

WILLIAM C. BURTO

FORTUNATA C. CALIRI

ROBERT J. FOY

JAMES M. RYAN

Three semester hours

Eng. 312. The Literary Heritage of Western Culture II

The study of man's relationship to God, to society, to nature, and his attempts to discover his own potential is continued through an examination of representative selections from the literature of the Medieval world to the end of the Renaissance.

ROBERT J. FOY

JAMES M. RYAN

Three semester hours

Eng. 313. The Literary Heritage of Western Culture III

A continuation of the study of those concepts fundamental to human life and thought involving the relationships of man to God, to society, to nature, and his efforts to discover his own nature is made through an examination of representative selections from the literature of the Enlightenment to the present time.

ROBERT J. FOY

JAMES M. RYAN

Three semester hours

Eng. 314. The Study of Literary Types

A study is made of the accepted literary types, illustrated with selections from world literature.

FORTUNATA C. CALIRI

Three semester hours.

Eng. 315-316. Development of English Literature

The historical development of English literature from the beginnings to the twentieth century. Selected works by representative authors from each period will be stressed.

WILLIAM C. BURTO

Six semester hours.

Eng. 317-318. Development of American Literature

The historical development of American literature from the Colonial Period to the present time. Selected works by representative authors from each period will be stressed.

JAMES M. RYAN

Six semester hours.

Eng. 319. History and Development of the English Language

This course examines English from an historical perspective which will better enable the student to understand and appreciate the English language as it is spoken and written today.

Emphasis will be placed upon the origin and development through phonetic, vocabulary, syntax, and semantic shifts in the language from its beginnings to the present day.

KALERVO KANSANNIVA

Three semester hours.

Eng. 320. Literature of the Middle Ages*

Representative selections from the medieval period are studied in modern English translation, including the characteristic types: epic, lyric, chivalric romance, drama, fabliaux and ballads. Concentration is on the miracle, mystery and morality plays: *Sir Gawain and the Green Knight*; Langland (*Piers Plowman*); Gower (*Confessio Amantis*); Chaucer (*Troilus and Criseyde*); and Malory (*The Morte d'Arthur*). The social, political, and religious background of the period is studied in terms of understanding the literature selected for study.

FORTUNATA C. CALIRI

Three semester hours.

Eng. 321. Shakespeare

Interpretation is made of a selected number of the plays, including examples of the histories, tragedies, and comedies, to show the depth of the writer's insights into human values and the variety and scope of his mind and art.

FORTUNATA C. CALIRI

JAMES M. RYAN

Three semester hours

Eng. 322. The Romantic Movement*

A critical and historical study is made of the major writers of the Romantic Movement in England, from Wordsworth to Keats.

JAMES M. RYAN

Three semester hours

Eng. 323. The Literature of the Victorian Period*

A critical and historical study is made of the major writers of the Victorian Period in England. Both poetry and prose writers are considered, from Tennyson and Carlyle to the early Yeats and Pater.

FORTUNATA C. CALIRI

Three semester hours.

Eng. 324. American Literature of the Nineteenth and Twentieth Centuries*

A study is made of the major American writers between the early nineteenth century and the present day. Particular attention is given to an analysis of the impact on literature of such conflicting forces as romanticism, realism, and naturalism.

JAMES M. RYAN

Three semester hours

Eng. 325. An Approach to Poetry*

A study of various kinds of poetry, the course is designed to stimulate through critical analysis an appreciation of the nature and value of poetry.

WILLIAM C. BURTO

Three semester hours.

Eng. 326. Modern British and American Fiction*

Primarily a critical study of the development of the modern short story and novel in England, Ireland, and America. Among the authors studied are James, Conrad, Joyce, Woolf, Hemingway, and Faulkner.

WILLIAM C. BURTO

Three semester hours.

Eng. 327. Tragedy*

A comprehensive study is made of the theory and practice of tragedy, from Aeschylus and Aristotle to Camus and Arthur Miller. Both plays and novels are considered.

WILLIAM C. BURTO

Three semester hours.

Eng. 328. Greek and Roman Literature*

The great books of the ancient world are studied. Selection of texts is made from Pindar, Aeschylus, Sophocles, Euripides, Herodotus, Thucydides, Plato, Aristotle, Lucian, Lucretius, Cicero, Plautus, Vergil, Seneca, Ovid, Plutarch, Lucan, Horace, and Juvenal.

ROBERT J. FOY

Three semester hours.

Sp. 331-332. Oral Communication

This introductory course emphasizes the need for effectiveness in preparation and presentation in oral communication, and provides opportunities for study of and involvement in various kinds of communication experiences.

GARDNER TILLSON

One semester hour.

Sp. 333. Speech in Education

This general survey course helps the prospective teacher to develop a sound philosophy concerning the place of speech in his personal and professional life. Stress is placed upon practical problems in speech for all teachers, including study of the scientific approach to language, interpretive techniques, and the basic principles of speech pathology with corrective procedures.

KALERVO KANSANNIVA

Two semester hours.

Th. Arts 341. Modern Drama*

A critical study is made of the ideals, motives, and problems of modern life as revealed through a study of the methods and types of modern European and American drama from Ibsen through Miller.

KALERVO KANSANNIVA

Three semester hours.

Th. Arts 342. Stagecraft*

This course stresses the functional approach to the study of theater arts. Participation in such workshop activity as scenery designing, building, painting, and lighting translates theory into actual practice.

KALERVO KANSANNIVA

Three semester hours.

**DEPARTMENT OF HEALTH
AND PHYSICAL EDUCATION**

ELIZABETH A. NEILSON, *Acting Chairman*

IGNATIUS A. CISZEK

H. MARIE GARRITY

**Phys. Ed. 401-402, 403. Physical Education Activity
For Women:**

The physical education program for the respective classes centers around the knowledges and skills involved in a variety of activities. Each succeeding year, the class work changes to permit the

student to gain new understandings, skills, and appreciations for this area of education.

Such activities as field hockey, basketball, softball, and volleyball enable the student to become familiar with team sports. The individual sports also receive equal attention in the program. They include archery, badminton, and tenniquoit.

A program of rhythms is included with emphasis on square and folk dancing.

The purpose of offering such a variety of activities is to enable the student to acquire such valuable qualities as social adaptation, leadership, poise, and respect for others.

H. MARIE GARRITY

ELIZABETH A. NEILSON

One semester hour each year.

For Men:

Physical education for men in the freshman year is devoted to the attainment of a measure of physical fitness. This objective is sought through the medium of gymnastics and tumbling, and apparatus work. Fundamentals of various sport activities are also presented at this time.

The sophomore physical education program is similar to the freshman program with concentration on advanced skills in the activities. Teaching skills are presented during the latter part of the year.

The senior program consists mainly of recreational activities. Opportunities for learning coaching skills and officiating techniques are presented at this time.

IGNATIUS A. CISZEK

One semester hour each year.

Health Ed. 411. Personal-Community Health

This course presents to men and women the necessary knowledges and standards pertaining to personal and community health in order that they will be able to attain physical, mental, and social well-being as professional people and as citizens in a community.

IGNATIUS A. CISZEK

ELIZABETH A. NEILSON

Two semester hours.

Health Ed. 412. Standard First Aid

The standard course in First Aid is organized primarily to prepare the student to administer first aid particularly to himself and to his family. Emphasis is given to the following needs: prevention, prompt medical attention, and understanding the common serious injuries. The course enables the student to receive the certificate offered by the American Red Cross upon completion of the requirements established by the department.

IGNATIUS A. CISZEK

One-half semester hour.

DEPARTMENT OF MODERN LANGUAGES

FRANCIS P. O'HARA

DOMENIC R. PROCOPIO

Fr. 501. French Civilization*

The student is given a rapid review of the essentials of French grammar with special emphasis on phonetics and aural-oral drill. In addition, a survey of French civilization is given in French. Two years of French in an accredited secondary school is prerequisite.

FRANCIS P. O'HARA

Three semester hours.

Fr. 502. Survey of French Literature*

This course is a general survey of French literature from the Middle Ages to the twentieth century. The lectures are implemented by written and oral reports on representative texts. The course is conducted in French. Three or more years of French in an accredited secondary school or the successful completion of Fr. 501 is prerequisite.

FRANCIS P. O'HARA

Three semester hours.

Ital. 521-522. Italian*

This is a beginning course in Italian, establishing through a comprehensive study of the grammar, a good foundation for the understanding of the language. The course is conducted as much as possible in Italian, stressing a natural pronunciation through conversation and oral reading. The student becomes acquainted with Italian culture as exemplified in simple literature and Italian songs and operas.

DOMENIC R. PROCOPIO

Six semester hours.

DEPARTMENT OF MUSIC

EDWARD F. GILDAY, *Chairman*

PAUL BREGOR

DOMENIC R. PROCOPIO

WILLIAM R. FISHER

ROBERT M. SHAUGHNESSY

CYRUS D. THOMPSON

MUSIC HISTORY AND APPRECIATION

Mu. 601. Music Appreciation

This course gives the student an understanding of our cultural heritage and the background from which it is derived. The approach is through extensive guided listening, reading, and discussion. The course is designed for non-music majors.

MEMBERS OF THE MUSIC DEPARTMENT

Three semester hours.

Mu. 603. Music History and Literature I

A study is made of the development of the sacred and secular forms of music from the pre-Christian era up to the middle of the

eighteenth century. Performances and recordings are used for analysis.

PAUL BREGOR

Three semester hours.

Mu. 604. Music History and Literature II

The course covers the period from the middle of the eighteenth century to the present. The impact on music of the changing social philosophies is analyzed. Performances and recordings are used for illustration and discussion.

PAUL BREGOR

Three semester hours.

Mu. 607. Music of the Renaissance and Baroque*

A survey is made of one of the most fruitful and interesting periods in history, showing the effect of the changing times upon music. Recordings are used for illustration. The course is designed for non-music majors; no technical background is required.

PAUL BREGOR

Three semester hours.

Mu. 608. Music of the Classic and Romantic Eras*

A study is made of significant social movements and their effect upon music from Hayden to Wagner. Piano performances and recordings are used for illustration. The course is designed for non-music majors; no technical background is required.

PAUL BREGOR

Three semester hours.

BASIC MUSIC

Mu. 611. Music Experiences

This course provides a wider and advanced understanding of the fundamentals of the art of music. Completion of this course requires facility in reading with syllables and text, music of moderate difficulty. Special emphasis is placed on individual skill. The course is designed for non-music majors.

CYRUS D. THOMPSON

Non-credit.

Mu. 612. Advanced Music Experiences*

A continuation of the work in Mu. 611 is made, advancing to more difficult music. The course includes the study of notation, melody, writing, and part singing. Special emphasis is placed on the development of each individual student. The course is designed for non-music majors.

CYRUS D. THOMPSON

Three semester hours.

Mu. 621. Theory I: Sight Singing

This course concentrates mainly on solfege, developed by singing at sight, and on ear training, developed by rhythmic, melodic, chordal dictation. The technical understanding and handling of music notation are brought about through exercises and through examples of music literature.

DOMENIC R. PROCOPIO

Three semester hours.

Mu. 622. Theory I: Advanced Sight Singing and Dictation

This course continues the work begun in Mu. 621, progressing to an advanced level. The foundation for the study of harmony is established by intensive study of scales, intervals, triads, and the simpler chordal progressions.

DOMENIC R. PROCOPIO

Three semester hours.

Mu. 623. Theory II: Diatonic Harmony

This is a course in harmony, progressing to four part harmonization of melodies using the primary and secondary chords, non-harmonic tones, and simple modulation as exemplified in the music of the eighteenth century. Keyboard harmony, harmonic dictation, harmonic analysis, and creative work are integrated with the written exercises.

DOMENIC R. PROCOPIO

Three semester hours.

Mu. 624. Theory II: Chromatic Harmony

This is a course in advanced harmony, including secondary dominants, secondary seventh chords, altered chords and chromatic modulation as exemplified in the music of the nineteenth century. Corresponding progress is made in the integrated studies: keyboard harmony, harmonic dictation, harmonic analysis, structural analysis, and creative work.

DOMENIC R. PROCOPIO

Three semester hours.

Mu. 626. Theory III: Orchestration

This course consists of the study of instrumentation and orchestration, emphasizing the writing of music for all orchestral instruments individually and in combination. The student writes orchestral transcriptions of piano music, arrangements for public school groups and for instrumental ensembles in the college, and original compositions. Score reading is studied through the analysis of representative scores including music applicable to school use.

ROBERT M. SHAUGHNESSY

Three semester hours.

Mu. 628. Theory IV: Counterpoint

This course in counterpoint is the study of the vocal polyphony of the sixteenth century, based on modality, and the study of the vocal and instrumental polyphony of the eighteenth century, based on tonality. Choral arranging in these two styles is strongly emphasized. Analysis is made of a representative music of the sixteenth and eighteenth centuries from a contrapuntal point of view.

DOMENIC R. PROCOPIO

Three semester hours.

PERFORMANCE

Instrumental Techniques

Mu. 631. Instrumental Class: String

An intensive course of class instruction in the fundamentals underlying the playing of string instruments. The student is expected to gain skill for beginning teaching and demonstration purposes. After an adequate skill is acquired, easy ensemble literature appropriate for use in school is read.

ROBERT M. SHAUGHNESSY

Two semester hours.

Mu. 633. Instrumental Class: Woodwind

An intensive course of class instruction in the fundamentals underlying the playing of woodwind instruments. The student is expected to gain skill for beginning teaching and demonstration purposes. After an adequate skill is acquired, easy ensemble literature appropriate for use in school is read.

ROBERT M. SHAUGHNESSY

Two semester hours.

Mu. 635. Instrumental Class: Percussion

An intensive course of class instruction in the fundamentals underlying the playing of percussion instruments. The student is expected to gain skill for beginning teaching and demonstration purposes. After an adequate skill is acquired, easy ensemble literature appropriate for use in school is read.

CYRUS D. THOMPSON

Two semester hours.

Mu. 636. Instrumental Class: Brass

An intensive course of class instruction in the fundamentals underlying the playing of brass instruments. The student is expected to gain skill for beginning teaching and demonstration purposes. After an adequate skill is acquired, easy ensemble literature appropriate for use in school is read.

CYRUS D. THOMPSON

Two semester hours.

Mu. 638. Instrumental Conducting

Advanced baton technique, score reading, and principles of instrumental interpretation are considered in this course. This is a laboratory course in the problems encountered in school bands, orchestras, and ensembles. Study is made of suitable music literature from small ensemble to symphony, orchestra, and band. Discussion of the techniques of organization of instrumental programs is provided.

ROBERT M. SHAUGNESSY

Two semester hours.

Choral Techniques

Mu. 641. Elementary Conducting

This course offers training in the technique of the baton as preparation for advanced instrumental and choral conducting. Using the class as a laboratory group, each student is given opportunity to conduct simple music carefully selected to acquaint him with the basic problems of conducting, and their solutions.

EDWARD F. GILDAY

Three semester hours.

Mu. 642. Advanced Choral Conducting

The many techniques involved in training and conducting a chorus are demonstrated, studied, and practiced. At the same time an acquaintance is gained with a wide repertoire of the choral music of many schools. Each student has numerous opportunities to conduct the class.

EDWARD F. GILDAY

Three semester hours.

Mu. 643-644. Vocal and Choral Techniques

The course is designed to prepare the student to handle vocal problems on both an individual and group basis. Training is given in basic choral techniques such as diction, blend, pitch, balance, attacks, and releases. Through class demonstrations and discussions the student learns how to train and develop voices individually and collectively.

EDWARD F. GILDAY

Six semester hours.

Keyboard Techniques

Mu. 651-652, 653-654, 655-656. Functional Piano

Experience has shown that all music teachers have a constant need for some ability at the piano. All students majoring in Music Education are required to develop a functional proficiency at the keyboard as one of the requirements for the degree. To assist them, the

department offers class-piano instruction without charge, beginning in the freshman year and continuing until the required proficiency is attained. The student is examined periodically to determine his rate of progress.

PAUL BREGOR

One semester hour each semester.

Mu. 657. Keyboard Experiences*

This course is designed to give the non-music major a functional proficiency at the piano. Enrichment of music is acquired by means of the keyboard.

PAUL BREGOR

Three semester hours.

Solo Techniques

Mu. 658-659. Major Performance: Recital Class

Every student majoring in Music Education is required to present a recital during his senior year which will demonstrate a high degree of proficiency in his field of applied specialization. The program is given publicly, or privately for a faculty committee.

The recital class provides a laboratory in which are developed the techniques of stage deportment, program building, and critical analysis.

EDWARD F. GILDAY

AND

MEMBERS OF THE MUSIC DEPARTMENT

One semester hour each semester.

Ensembles

Mu. 661-662-663-664-665-666-667-668. Ensemble

Each student majoring in Music Education is required to participate in any *two* of the following activities in each of the eight semesters.

Concert Choir

The Concert Choir is open to a limited number of students selected by audition. The members study a wide variety of choral compositions and perform frequently in public and at college functions.

EDWARD F. GILDAY

Non-credit.

Laboratory Chorus

The standard choral literature is studied and occasional public performances are given. This chorus is required of all students majoring in Music Education who do not qualify for the Concert Choir.

DOMENIC R. PROCOPIO

Non-credit.

Concert Band

Advanced instrumentalists are eligible for the Concert Band. Assignment to this organization is made on the basis of audition. The course offers experience in band techniques and routine. Works from standard and contemporary repertoire are studied and performed in public concert. Opportunity is offered for ensemble and solo performance with band accompaniment.

ROBERT M. SHAUGHNESSY

Non-credit.

Laboratory Band

This laboratory course is offered to students majoring in Music Education other than those who qualify for the Concert Band in order to give them ensemble experience on a band instrument. The repertoire for this group is limited to elementary and intermediate material. This band is an extension of the instrumental courses: Mu. 633, 635, and 636.

CYRUS D. THOMPSON

Non-credit.

Orchestra

Advanced instrumentalists are eligible for the orchestra. Assignment to this group is made on the basis of audition. Besides its work on the standard orchestra repertoire, the orchestra is used as a laboratory for student compositions.

ROBERT M. SHAUGHNESSY

Non-credit.

Festival Chorus

The Festival Chorus is open to all qualified students in the college. Major choral works are studied and prepared for public performance. Qualified students have the opportunity to rehearse and perform as soloists with the chorus in oratorio and advanced choral music literature.

EDWARD F. GILDAY

Non-credit.

Small Ensembles

So far as it is possible, students are organized into small ensembles such as string quartets, madrigal groups, brass or woodwind ensembles, under faculty supervision, to encourage study and performance in this type of musical activity.

MEMBERS OF THE MUSIC DEPARTMENT

Non-credit

Mu. Ed. 671. Music in the Elementary School

Emphasis is placed upon developing those skills and understandings necessary in teaching children in the elementary school through the five areas of musical experience: singing, listening, rhythmic activity, playing, and creating; and on acquiring a working knowledge of the available materials. The course is similar to Ed. 228 with special reference to the problems of the music educator.

WILLIAM R. FISHER

Three semester hours.

Mu. Ed. 672. Music in the Secondary School

The development of a suitable music program for grades seven through twelve is the central concern of this course. The major topics include: the application of philosophy of music education to the secondary school; professional relationships; the aims, content, organization, teaching techniques, and evaluation of required and elective courses; and the evaluation of material and its interpretation in developing teaching techniques.

WILLIAM R. FISHER

Three semester hours.

Mu. Ed. 675. Supervision of Music Education

This course examines the role of the director or supervisor of music in his total professional capacity. Discussion is based upon such problems as supervising techniques, administrative duties, curriculum development, scheduling, evaluating, purchase of equipment and supplies, and professional ethics and affiliations.

WILLIAM R. FISHER

Three semester hours.

Mu. Ed. 681. Student Teaching: Elementary School

Observation and student teaching in the music area of the elementary school under skilled supervision are provided. Opportunities are given for the practical application of the principles and techniques emphasized in the courses in music education, with experience in the use of the recommended materials. These teaching experiences are provided in cooperating school systems.

WILLIAM R. FISHER

Five semester hours.

Mu. Ed. 682. Student Teaching: Secondary School

Observation and student teaching in the music areas of the secondary school are provided. Opportunities are given for the practical application of the principles and techniques emphasized in the course in music education in the secondary school. These teaching experiences are provided in two campus schools (public schools of the city of Lowell) and in other cooperating school systems.

WILLIAM R. FISHER

AND

MEMBERS OF THE MUSIC DEPARTMENT

Three semester hours.

DEPARTMENT OF PHILOSOPHY AND PSYCHOLOGY

THOMAS A. NORRIS

FRANCIS P. O'HARA

Psych. 701. General Psychology

This course deals with the total process of growth and development through the first twenty years. The psychological principles governing the growth and development of the individual's thought, feelings, and behavior are related to their practical application in the classroom. The learning process is developed in considerable detail.

THOMAS A. NORRIS

Three semester hours.

Phil. 711. Introduction to Philosophy

An introduction to philosophy is made through an examination of the functioning of simple comprehension, judgment, and reasoning in determining the existence and nature of objectively valid knowledge, certitude, and logical truth. Consideration is given to the nature of the acts of the mind, the sources of certain knowledge, deductive and inductive reasoning, the validity of universal ideas, and objective evidence as the universal criterion of truth.

FRANCIS P. O'HARA

Three semester hours.

Phil. 713. The Thinkers*

This course examines the lives and writings of the great thinkers of the past whose ideas are exercising the greatest influence upon contemporary thinking.

FRANCIS P. O'HARA

Three semester hours.

DEPARTMENT OF SCIENCE AND MATHEMATICS

JOHN J. FISHER, *Chairman*

WALTER P. COPLEY

WILLIAM H. MALONE

PRENTISS SHEPHERD, JR.

Sci. 801-802. Biological Science

The principles of the biological sciences are taught with emphasis on general biological concepts and modes of scientific approach to biological problems. Laboratory work is an integral part of the course.

JOHN J. FISHER

PRENTISS SHEPHERD, JR.

Six semester hours.

Sci. 803-804. Physical Science

This course is based on the development of broad theories and principles oriented to an understanding of the major scientific explanations of physical phenomena.

The course is built around a core of physics. The major emphasis is placed on understanding scientific generalizations of observable facts concerned with the properties and the structure of matter. Topics are drawn from fields of chemistry, astronomy, and theories of the structure of the atom. Laboratory work is an integral part of the course.

WILLIAM H. MALONE

PRENTISS SHEPHERD, JR.

Six semester hours.

Sci. 805. Appreciation of Science

This course is designed to present to students the highlights of the advance of science and scientific achievements through the years. Stress will be placed upon the non-technical treatment of subjects, and group discussions on the varied phases of science will be featured. This course is designed for students majoring in Music Education.

WILLIAM H. MALONE

Three semester hours.

Sci. 806. Problems in Human Physiology*

The purpose of this course is to acquaint the student with the function of the human body through the study of a number of physiological problems. Since this presentation requires the description of the chemical and physical processes occurring in the living organism, a background knowledge of the biological and physical sciences is required.

JOHN J. FISHER

Three semester hours.

Sci. 807. Problems in Advanced Biology*

The scope of this course includes problems of disease, immunological reactions, endocrinology, embryology, bacteriology, and parasitology. The selection of specific problems is dependent upon the interests of the students and the current research in the field.

PRENTISS SHEPHERD, JR.

Three semester hours.

Sci. 808. Elementary Electronics*

A course designed for non-science majors who are interested in fundamental electronic concepts and their applications. Lectures and demonstrations are utilized throughout the course.

WILLIAM H. MALONE

Three semester hours.

Math. 811. Mathematics Skills

This course is required of freshman students who demonstrate the need for improvement in their mathematical skills.

WALTER P. COPLEY

Non-credit.

Math. 812. General Mathematics

This is a general education course designed to give the student opportunities to think through quantitative situations; to appreciate the concise, precise rigor of the number system as a means of communication; to gain insight into the fundamental processes of calculation. Unfamiliar number systems are developed and used with the fundamental processes. Problems based on principles of algebra, trigonometry, logarithms, and ratio are used to generalize and extend the fundamental concepts of the exponential number system.

WALTER P. COPLEY

Three semester hours.

Math. 813. Mathematical Analysis*

This course presents a systematic study of many different modes of variation, guides the student to discover exact relations between varying quantities. and to devise suitable methods of making any necessary calculations. The course includes topics from elementary analytic geometry, elementary calculus, and trigonometry.

WALTER P. COPLEY

Three semester hours.

DEPARTMENT OF SOCIAL SCIENCES

FRANCIS P. O'HARA, *Chairman*

JOHN R. FITZGERALD

EDWARD T. KNOWLES

PATRICIA A. GOLER

FREDERICK A. NORTON

IGNATIUS A. CISZEK (Assisting)

JOHN F. ZIMMERMAN

Hist. 901-902. History of Western Civilization

Principles of history are analyzed in terms of their applicability to the growth and development of western culture patterns. Periodically, most problems are assigned for class discussion and analysis. A search for the root sources is emphasized in seeking solutions to the stated problems.

PATRICIA A. GOLER

JOHN F. ZIMMERMAN

Six semester hours.

Hist. 903. Modern European History

A study is made of Western European civilization in modern times. The influence of the Middle Ages, the Renaissance, and the Reformation on the succeeding political and social eras is traced as a background to an understanding of contemporary European political and social problems. The course is designed for students majoring in Music Education.

JOHN F. ZIMMERMAN

Three semester hours.

Hist. 904. United States History

A comprehensive examination is made of the development of American ideals and institutions which form the basis of the American way of life. Areas in every period of our history that contributed to this study are carefully analyzed. Much attention is given to the historical backgrounds out of which have developed our social, political, and economic problems.

JOHN R. FITZGERALD

Three semester hours.

Hist. 905. United States History and Government

An extensive survey is made of the Constitution of the United States insofar as it contributed to the development of American ideals and institutions. An attempt is made to show how the American people were able to solve major problems within the framework of the Constitution. The course is designed for students majoring in Music Education.

JOHN R. FITZGERALD

Three semester hours.

Hist. 906-907. Economic, Political, and Cultural History of the United States

This is a specialized course designed to give the student opportunities to examine in detail and to undertake independent research into the various forces in American life and institutions.

FREDERICK A. NORTON

Six semester hours.

Hist. 908-909. History of England*

The evolution and development of the English people and their institutions will be examined in depth. At the same time the constitutional, social, and intellectual growth of England will be evaluated in relation to its position in world affairs.

PATRICIA A. GOLER

Six semester hours.

Hist. 910. American Colonial History*

This is a survey course in the history of the colonial areas of North America which were to become incorporated into the original United States of America. Projects and problems are assigned within the period beginning with Elizabethan interest in colonial development and carrying through the American Revolutionary War. Particular emphasis is placed upon the growth and development of culture practices and institutional patterns within the colonies of New England and of the Chesapeake Bay region.

FREDERICK A. NORTON

Three semester hours.

Hist. 911. American Foreign Relations in the Twentieth Century*

This course is an appraisal of United States foreign policies, the reaction of the American people to the changing international situation, and the American policies of other governments since the beginning of the twentieth century. The topics to be considered include: rivalries in Asia, the rise of Anglo-American friendship, World War I, the retreat to isolationism, World War II, and postwar Russian-American relations.

PATRICIA A. GOLER

Three semester hours.

Hist. 912. Problems of Contemporary American Life*

This course concentrates on the major problems of American contemporary life. An attempt is made to evaluate the causes, effects, and treatment of some of our social and economic problems with reference to the influence of science upon human experience. Several specific problems are analyzed. These include the problems of alcoholism, war, leisure and recreation, race relations, crime, housing, full employment, and social security. Extensive use is made of films, recordings, and slides.

JOHN R. FITZGERALD

Three semester hours.

Hist. 913. Contemporary European History*

An examination is made of the events in European history from the Treaty of Versailles to the present. Special attention is given to current developments.

PATRICIA A. GOLER

Three semester hours.

Hist. 914. Russia and the West*

An analysis is made of the main features of Russian and Soviet society, particularly as these are related to the Western world. The major emphasis is on the period from 1801 to the present.

JOHN F. ZIMMERMAN

Three semester hours.

Hist. 915. The Far East in Modern Times*

This course is designed primarily as a survey of the history of the Far East. Emphasis is placed on the political, social, and economic growth of Japan, China, India, Korea, and Manchuria. Major attention is given to the modern period and to contemporary problems.

JOHN R. FITZGERALD

Three semester hours.

Gov. 921. United States Government

The purpose of this course is to acquaint the student with the origin, development, and functioning of the United States Government, stressing an understanding of the Federal Constitution, legislative procedures, powers and duties of the President, and the importance of the Judiciary.

JOHN R. FITZGERALD

Three semester hours.

Geog. 931. Principles of Geography

The course concerns the physical elements in geography and their relation to the habitats of man. Such factors as the origin and evolution of the surface features of the earth, the oceans and inland waters, and the atmosphere and its circulation are studied in an attempt to show how these factors control man's use of the earth's surface.

EDWARD T. KNOWLES

Three semester hours.

Geog. 933. Economic Geography

The aim of this course is to develop geographic understanding of world patterns of present and potential producing and consuming areas, through a study of regional work and trade activities in their natural environment and inter-regional relationships.

EDWARD T. KNOWLES

Three semester hours.

Soc. 941. Principles of Sociology

This course includes a study of society, culture, places, people, basic institutions and processes, control and change as they affect man's social life.

FREDERICK A. NORTON

Three semester hours.

Econ. 951. Principles of Economics*

This course is designed to enable students to evaluate policies which concern their own as well as local, national, and international economic problems.

IGNATIUS A. CISZEK

Three semester hours.

